

**PICKENS MIDDLE**  
467 Sparks Lane  
Pickens, South Carolina 29671

**GRADES** 6-8 Middle School

**ENROLLMENT** 925 Students

**PRINCIPAL** Tim Mullis 864-878-8735

**SUPERINTENDENT** Dr. Mendel Stewart 864-855-8150

**BOARD CHAIR** Mr. Dan Sharpe 864-878-3847

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	21	1	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

## DEFINITIONS OF DISTRICT RATING TERMS

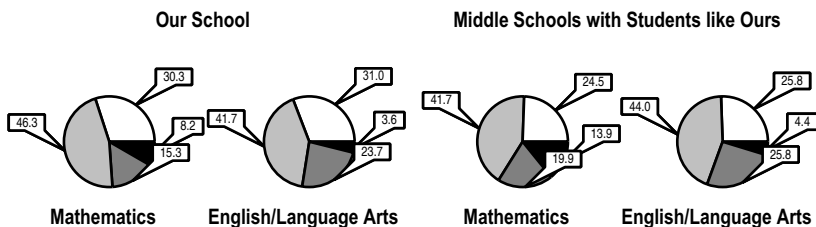
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.9%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	904	99.9	30.3	42.1	24.0	3.6	37.7	Yes	Yes
<b>Gender</b>									
Male	453	100.0	40.6	41.8	14.1	3.5	26.8		
Female	451	99.8	20.0	42.4	33.8	3.7	48.5		
<b>Racial/Ethnic Group</b>									
White	845	99.9	29.6	42.0	24.5	3.9	39.0	Yes	Yes
African-American	45	100.0	43.9	43.9	12.2	0.0	14.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	22.2	44.4	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	733	100.0	20.6	46.1	28.8	4.4	44.8		
Disabled	171	99.4	73.2	24.2	2.5	0.0	5.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	904	99.9	30.3	42.1	24.0	3.6	37.7		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	902	99.9	30.1	42.2	24.0	3.6	37.7		
<b>Socio-Economic Status</b>									
Subsidized meals	391	99.7	43.3	44.2	11.7	0.9	18.5	Yes	Yes
Full-pay meals	513	100.0	21.2	40.7	32.5	5.6	51.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	904	99.9	29.6	46.9	15.3	8.2	34.9	Yes	Yes
<b>Gender</b>									
Male	453	100.0	34.3	44.6	14.1	7.0	30.8		
Female	451	99.8	24.9	49.2	16.6	9.3	38.9		
<b>Racial/Ethnic Group</b>									
White	845	99.9	29.4	46.5	15.7	8.5	35.5	Yes	Yes
African American	45	100.0	34.1	58.5	7.3	0.0	17.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	22.2	33.3	22.2	22.2	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	733	100.0	20.6	51.1	18.3	9.9	41.3		
Disabled	171	99.4	69.4	28.0	1.9	0.6	6.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	904	99.9	29.6	46.9	15.3	8.2	34.9		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	902	99.9	29.4	47.0	15.4	8.2	34.9		
<b>Socio-Economic Status</b>									
Subsidized meals	391	99.7	39.3	49.0	10.0	1.7	21.9	Yes	Yes
Full-pay meals	513	100.0	22.8	45.4	19.0	12.7	43.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	290	100.0	31.9	39.9	23.1	5.1	28.2
	Grade 7	305	99.7	29.3	47.3	21.4	2.0	23.5
	Grade 8	327	99.7	27.7	46.1	24.8	1.3	26.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	99.7	35.9	35.3	24.4	4.4	28.8
	Grade 7	298	100.0	28.1	47.6	19.5	4.8	24.3
	Grade 8	314	100.0	29.2	44.0	25.5	1.3	26.8

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	290	100.0	18.0	42.6	26.1	13.2	39.3
	Grade 7	305	100.0	35.6	44.1	12.5	7.8	20.3
	Grade 8	327	100.0	26.1	56.8	12.9	4.2	17.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	99.7	23.7	43.7	21.7	10.8	32.5
	Grade 7	298	100.0	29.5	50.3	12.3	7.9	20.2
	Grade 8	314	100.0	37.9	46.3	10.7	5.0	15.8

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 925)				
Students enrolled in high school credit courses (grades 7 & 8)	47.5%	Down from 52.0%	17.2%	14.6%
Retention rate	4.2%	Up from 1.7%	1.9%	3.0%
Attendance rate	96.1%	Up from 95.4%	96.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		4.7%	5.3%
Eligible for gifted and talented	19.7%	Up from 17.4%	19.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.7%	Up from 19.2%	14.9%	13.9%
Older than usual for grade	4.6%	Up from 4.2%	3.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 1.9%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	59.7%	Up from 58.7%	49.7%	48.7%
Continuing contract teachers	87.1%	Down from 90.5%	86.7%	81.7%
Highly qualified teachers**	98.1%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.8%	5.3%
Teachers returning from previous year	95.3%	Up from 92.4%	87.1%	85.1%
Teacher attendance rate	94.8%	Down from 96.0%	94.8%	94.8%
Average teacher salary	\$42,117	Up 2.5%	\$41,074	\$40,566
Prof. development days/teacher	9.2 days	Up from 8.2 days	10.4 days	11.0 days
School				
Principal's years at school	1.5	Up from 1.0	4.5	3.3
Student-teacher ratio in core subjects	N/R	N/R	23.2 to 1	21.3 to 1
Prime instructional time	88.9%	Down from 89.6%	89.6%	89.3%
Dollars spent per pupil*	\$5,799	Up 0.6%	\$5,749	\$5,821
Percent of expenditures for teacher salaries*	63.9%	Up from 62.1%	62.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	81.4%	Up from 43.6%	95.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.6%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pickens Middle School, a National Blue Ribbon School of Excellence and a National Service Learning Leader School, works daily with parents and community to emphasize high academic achievement, career awareness, and citizenship through diverse learning opportunities in a secure and caring environment. In 2003, we were named a National School of Character Promising Practices recipient. We were named an Exemplary Writing School and the 2002 Carolina First Palmetto's Finest state middle school award winner.

We seek to improve student achievement by continuing an advisor/advisee program, writing and reading across the curriculum, implementing after-school programs, creating career awareness through job shadowing activities, and increasing parent involvement. The faculty participates in numerous staff development conferences through the Southern Regional Education Board (SREB), the National Middle School Conference and other state and local conferences. Curriculum Calibration and Standards in Practice is a focus for staff development. Selected by the State Department of Education, the school is piloting a project to use the environment as an integrating context for learning. At-risk seventh graders participate in this project in an effort to close the achievement gap.

As a national leader in service learning, we continue to involve 100 percent of the faculty and students with service learning integrated into the curriculum. We are a pilot school to participate in the State Department of Education's Middle School Project. This initiative, started in the spring of 2004, assists schools in planning staff development to improve test scores in an effort to meet the Adequate Yearly Progress (AYP). Plans are to develop a professional library to offer to teachers the resources for innovative teaching techniques. A guest speaker registry will seek to supplement and to enhance classroom learning with real-world experiences.

It is our belief that by enlisting the support of the faculty, staff, administration, parents, and the community, we will achieve our goal of engendering students who can cope with the demands of an ever-changing world. Strong community support is shown through our civic organizations and business community partnerships that provide both financial and personal support to our school.

Tim Mullis, Principal  
Vonda Morgan, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	60	265	74
Percent satisfied with learning environment	90.0%	73.1%	86.1%
Percent satisfied with social and physical environment	91.4%	78.2%	75.0%
Percent satisfied with home-school relations	76.3%	82.7%	65.2%

\*Only students at the highest middle school grade level at this school and their parents were included.